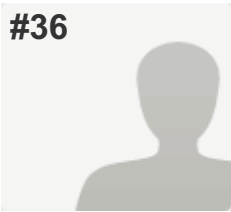


#36

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, June 03, 2016 9:52:21 AM**Last Modified:** Friday, June 17, 2016 10:42:28 AM**Time Spent:** Over a week**IP Address:** 173.26.226.247

PAGE 2

Q1: Name of School District:	Clear Creek Amana
------------------------------	-------------------

Q2: Name of Superintendent	Tim Kuehl
----------------------------	-----------

Q3: Person Completing this Report	Mark Ernst
-----------------------------------	------------

PAGE 3

Q4: 1a. Local TLC Goal

Support the growth and development of teachers new to our profession through a personalized multi-year mentoring and induction program.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Clear Creek Amana had 3 Induction Coaches assigned to the district through a partnership with Grant Wood AEA's Induction Consortium. These coaches worked with 18 CCA Beginning Teachers during the 2015-2016 school year.

Coaches and Beginning Teachers spent a total of 39,430 minutes together through June 1st. On average, each teacher has spent 2,253* minutes with their induction coach over the course of 33* meetings (average meeting length - 69.9 minutes)

100% of Clear Creek Amana beginning teachers are engaging in High Leverage Processes. (* averages adjusted to account for 1 mid-year hire)

The "High Leverage Processes" include:

Goal Setting/Co-Assessment

Lesson Planning

Observation Cycles

Analyzing Student Work

The focus areas are based on the needs of the teachers, the Iowa Teaching Standards, as well as the NTC Core Teaching Capabilities:

Establishes and maintains a culture of safety, respect, and rapport (early in the year)

Knows how to make content accessible to all learners

Plans standards-based instruction and formative assessments for transfer and independence

Uses a variety of instructional strategies to meet different student needs, develop student competencies, and achieve instructional purposes

Engages, challenges, and deepens conceptual understanding through critical thinking, complex problem-solving, and student reflection

Analyzes student performance to determine the impact of instruction on student learning, provides feedback, and plans instructional next steps

Collaborates with colleagues, resource personnel, and families to support student learning

Over the past four years, CCA has hired 41 new teachers who were in their first or second year in the profession. At the end of 2015-2016, CCA has retained 34 of these teachers. This is an 83% retention rate.

Based on exit interviews, all teachers who left CCA went to another Iowa school district: 2 left for financial reasons, 3 left due to job relocation of a spouse; 2 left to relocate closer to family.

Q7: 2a. Local TLC Goal

Establish a professional learning community culture that is supported by job-embedded professional development aligned to the Iowa Professional Development Model (IPDM).

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

CCA delivered two 360 degree surveys in regards to PLC Facilitators and Instructional Coaches. The feedback data shows that overall, the addition of our TLC program positions has been well received and our teacher leaders are developing good working relationships with our staff. In terms of developing collaborative culture of learning, Clear Creek Amana has set the stage well in our first year to achieving this goal. The data also suggests that CCA needs to focus more attention on helping teachers understand and work toward our PLC goals; most specifically in the area of differentiation for advanced learners.

Anecdotal data was also collected through these surveys. Feedback was generally given in the way of suggestions for how to improve the PLC Facilitator and Instructional Coaches role in each of the interaction areas. This information was used by the TLC Committee to make plan changes for Year 2, and by the district administrative team as part of our Comprehensive School Improvement planning process in regard to Professional Learning Communities.

Below are the key elements from each survey:

Instructional Coaches:

Survey Response Rate: 98%

My working relationship with Instructional Coaches is positive - 90%

An Instructional Coach has helped me improve my teaching practice - 63%

An Instructional Coach has helped improve student achievement (through their work with teachers) - 60%

An Instructional Coach has provided professional development that pertains to me - 62%

I believe the Instructional Coach position is beneficial to our district - 76%

Ways I've Interacted with Instructional Coaches:

I've requested coaching, and I have worked with an Instructional Coach - 35%

I've requested coaching, and we haven't started the process - 3%

An Instructional Coach has dropped in (visited) my class - 47%

An Instructional Coach has assisted me in "light" coaching roles such as: goal setting, finding resources, trouble-shooting, reflecting together, etc. - 53%

An Instructional Coach attends/ or is a part of my PLC - 35%

I have attended or done PD with an Instructional Coach - 30%

I did not want coaching or drop ins so far this year - 9%

PLC Facilitators:

Survey Response Rate 97%

I understand the role of the PLC Facilitator - 84%

My working relationship with PLC Facilitators has been positive - 94%

PLC Facilitators have helped improve our PLC process - 83%

PLC Facilitators have helped improve student achievement (through their work with PLCs) - 75%

I believe the PLC Facilitator position is beneficial to our district - 80%

Ways I've interacted with PLC Facilitators:

PLC Facilitators have helped guide the PLC process in my building - 77%

PLC Facilitators have led discussions centered on determining "What students should be Learning" in my classes (PLC Question 1) - 67%

PLC Facilitators have facilitated discussions centered on "How we know students are learning" (PLC Question 2) - 62%

PLC Facilitators have led discussions centered on "What we do if students are not learning" (PLC Question 3) - 64%

PLC Facilitators have led discussions centered on "What we do if students already know" the material (PLC Question 4) - 46%

PLC Facilitators have helped me better understand the use of data to make instructional decisions for my students - 52%

PLC Facilitators have helped define and support MTSS/RTI/TAG for my students - 37%

Q10: 3a. Local TLC Goal

Retention of teacher leaders in current role for more than one year, or movement between TL positions.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our TLC Plan called for the creation of 47 teacher leadership positions in order to achieve the state's goal of engaging 25% of district teachers in leadership roles. In our first year, CCA implemented 6 instructional coaching positions, 2 induction coaching positions in collaboration with Grant Wood AEA, and 30 PLC Facilitator positions to support the district's works with Professional Learning Communities.

As we prepare to move into our second year, CCA has moved closer to this 25% goal by filling 3 of the 9 remaining PLC Facilitator Positions. Our plan allows for teacher leaders to remain in a position for more than one year through a reapplication process. The purpose of this is to allow for sustainability and ongoing support of district initiatives. Of the 30 teachers who filled PLC facilitator positions in 2015-2016, we retained 24 teachers. Of the six who were not retained, 3 left to take teaching positions with another school district, and 3 voluntarily moved out of the program to allow others to come on board. One of our induction coaches chose to return to the classroom, and all six of our instructional coaches were retained in their positions. CCA's retention rate of teacher leaders is 84%.

Q13: 4a. Local TLC Goal

Improve student learning through systematic and comprehensive instructional coaching.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Clear Creek Amana believes that the purpose of our Teacher Leadership Plan is to have positive impacts on student learning. Based on this belief, the district identified growth on Iowa Assessments, FAST, ACT and Compass as our measures of student learning.

Iowa Assessments Reading

Amana Elementary showed a building increase of 3% in reading proficiency from 2014-2015 to 2015-2016.
Clear Creek Elementary showed a building increase of 7% in reading proficiency rate from 2014-2015 to 2015-2016.
North Bend Elementary showed a building increase of 8% in reading proficiency from 2014-2015 to 2015-2016.
Tiffin Elementary was a new building in 2015-2016 and there was no comparative building data available.
CCA Middle School showed a building increase of 5% in reading proficiency from 2014-2015 to 2015-2016.
CCA High School showed a building decrease of 5% in reading proficiency from 2014-2015 to 2015-2016.

Iowa Assessments Mathematics

Amana Elementary showed a building increase of 1% in math proficiency from 2014-2015 to 2015-2016.
Clear Creek Elementary showed a building increase of 5% in math proficiency rate from 2014-2015 to 2015-2016.
North Bend Elementary showed a building increase of 5% in math proficiency from 2014-2015 to 2015-2016.
Tiffin Elementary was a new building in 2015-2016 and there was no comparative building data available.
CCA Middle School showed a building decrease of 5% in math proficiency from 2014-2015 to 2015-2016.
CCA High School showed a building decrease of 1% in math proficiency from 2014-2015 to 2015-2016.

Iowa Assessments Science

Amana Elementary showed a building increase of 3% in science proficiency from 2014-2015 to 2015-2016.
Clear Creek Elementary showed a building increase of 8% in science proficiency rate from 2014-2015 to 2015-2016.
North Bend Elementary showed a building increase of 11% in science proficiency from 2014-2015 to 2015-2016.
Tiffin Elementary was a new building in 2015-2016 and there was no comparative building data available.
CCA Middle School showed a building decrease of 3% in science proficiency from 2014-2015 to 2015-2016.
CCA High School showed a building decrease of 4% in science proficiency from 2014-2015 to 2015-2016.

Elementary FAST

FAST is being used as the districts universal screener in grades K-5.

Amana Elementary showed a building increase of 18% in the number of students meeting benchmark from Spring 2015 to Spring 2016.

Impact of TLC Plan - 2015-2016

Clear Creek Elementary showed a building increase of 5% in the number of students meeting benchmark from Spring 2015 to Spring 2016.
North Bend Elementary showed a building increase of 11% in the number of students meeting benchmark from Spring 2015 to Spring 2016.
Tiffin Elementary was a new building in 2015-2016 and no comparative building data is available.

ACT

2015-2016 ACT data for Clear Creek Amana High School was not available at the time this report was due.

Compass Test

The Compass Test is administered to 10th and 11th grade students in conjunction with Kirkwood Community College as a means of identifying student readiness and placement in PSEO courses.

CCA High school saw an increase in the number of students taking the reading, writing, re-algebra and algebra tests between the 2014-2015 and 2015-2016 school years.

Kirkwood has established benchmark scores in each area tested. Performance below the benchmark indicates that students will need to take remedial classes in a particular subject area before they can take courses deemed as college level. Based on Kirkwood's benchmark scores for college course placement:

59% of CCA HS students tested met the benchmark on the reading portion.

34% of CCA HS students tested met the benchmark on the writing portion.

37% of CCA HS students tested met the Algebra benchmark on the Pre-Algebra portion.

22% of CCA HS students tested met the Algebra benchmark on the Algebra portion.

71% of CCA HS students tested met the College Algebra benchmark on the College-Algebra portion.

Overall, Clear Creek Amana has seen an increase in student learning from the 2014-2015 school year to the 2015-2016 school year. While it is difficult to pinpoint the impact of a single system change through summative student learning data, Clear Creek Amana Community School District believes that our teacher leaders have had a positive impact on student learning. Overall building increases in number of students proficient on the Iowa Assessments and the increase in number of students meeting spring benchmarks on FAST support this belief.

ACT data for the 2015-2016 school year was not available at the time this report was filed. The district will examine the data when it becomes available in August.

CCA High School student performance on the Compass test is an area that we will investigate more closely. Because students take the Compass tests at any time during their 10th or 11th grade year, students may have only complete one to three years of local high school courses in a content area. The district will continue to examine these results through our curriculum and PLC processes as indicators of possible improvement or alignment in CCA high school courses.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Ensure that all students are provided access to a guaranteed and viable curriculum based on the Iowa Core.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

In order to continue our work towards universal access to a guaranteed and viable curriculum, Clear Creek Amana Community Schools has engaged in the work of developing Professional Learning Communities (PLCs). A PLC is made up of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

1. What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
2. How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
3. What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
4. What will we do if they already know it? How do we extend learning for students who have already mastered grade level content being taught?

Clear Creek Amana developed its TLC Plan to support the work of PLCs. PLC Facilitators collect data, organize and facilitate PLC meetings, and participate on each building's leadership team with a focus on student learning data. During the 2015-2016 school year, CCA teacher leaders worked closely with teachers, building and district administrators to revise and develop the district's PLC process. Based on this work:

CCA elementary teachers are organized in grade level PLCs. Led by a PLC Facilitator or Instructional coach, each PLC meets once per week to discuss teaching and learning; times vary by building and grade level. These conversations focus on reading, math, science, social studies and behavior. At the district level, elementary teachers from all four buildings come together on Wednesday afternoons in district-wide grade level PLCs. During this time, teachers and teacher leaders share data from their buildings and discuss similarities and differences in building data, and work collaboratively to develop common formative assessments, focus on common instructional strategies, plan differentiated lessons and activities, and discuss needs and/or progress of students receiving MTSS support.

At CCA Middle School, teachers meet in grade alike and job alike PLCs. Grade alike PLCs bring together all teachers in a particular grade. These teams meet on Tuesdays and Thursdays and are led by PLC Facilitators. Job alike PLCs bring together teachers from various grades who teach the same content. These teams meet every Wednesday. Similar to elementary PLCs, the MS focuses on learning that is taking place in the classrooms. Middle School PLCs develop long and short term S.M.A.R.T. goals that guide their work throughout the school year.

At CCA High School, common planning time has been scheduled at least once per week to allow content area PLCs to meet. Next year, teachers of like classes (English 9, Algebra I, etc.) will continue to have common planning time, and content area PLCs will meet as scheduled. The work at CCA High School will continue with identifying Priority Standards/Essential Learnings, and developing common assessments. HS PLCs also develop long and short term S.M.A.R.T. goals that guide their work throughout the school year. Teachers also develop individual goals for each course/class and revise as necessary throughout the year based on student data. HS teachers also use PLC time to support MTSS strategies by providing information used to change course sequences, add or drop courses, and scheduling.

Instructional coaches worked with individual teachers in the areas of instructional planning, use of data, application of instructional strategies and collection of student learning data. Coaches and PLC facilitators met within each building as the Building Leadership Team to identify common areas of need and work with building and district administrators on ways to address those needs through the district's professional development plan. Results of this work entailed:

Creation of building data days added to the professional development schedule.

Training on the use of new assessments and interpretation of assessment data.

Adjustment of the elementary math strategies professional development taking place with Grant Wood AEA.

More focus on foundational literacy skills for elementary teachers.

Differentiated professional development for MTSS Interventionists and Special Education teachers.

Q19: 6a. Local TLC Goal

Develop the capacity of teachers to provide a personalized learning experience for all students through an MTSS framework.

Q20: 6b. To what extent has this goal been met?

(no label)

Mostly Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Clear Creek Amana Elementary Instructional Coaches are also filling the responsibility of internal coaches through our work with Iowa TIER and C4K. Through our C4K work with elementary literacy, CCA elementary schools have developed an MTSS action plan and Flowchart that clearly defines our system of supports. The Middle School and High School are in the process of developing their own flowchart for the secondary level. We are also introducing a data dashboard and intervention tool that will help with data collection and MTSS supports.

C4K Expectations

All administration members understand the work and the purpose and commit to doing it -

-Principals and curriculum director and superintendent to provide C4K support

Commit time for PD for C4K work (which is literacy PreK-6 focused - improving core instruction and intervention supports)

-One Wednesday per month for C4K Literacy work. Instructional Coaches are also Internal coaches

-Alison and coaches to develop a "scope and sequence" for Literacy sessions during 2016-2017 to include C4k AND Phonics/Spelling needs.

-Follow through on implementation - by teachers, coaches, administration

Coaches assist with implementation through coaching opportunities

Principals assist with implementation through walkthroughs and conversations about literacy/MTSS

Principals assist with implementation through collaboration with instructional coaches

Action:

Implementation of Effective Practices in Literacy Guide and Universal Tier Instructional Practices

1. Focus on Spelling/Phonics instruction

a.) Begin with Simulation of Learning to Read

b.) Series of PD based on LETRS Module 3 - create similar with learning and practice

c.) Guiding Questions for PLC Facilitators for Follow up/practice...

2. Collect survey data for summer school instruction

3. Collect survey data again in the fall

Resources:

Time to develop professional development sessions.

Time during the PD schedule for regular instruction.

Access to iReady and FAST data

Person(s) Responsible:

GWAEA Consultant, Instructional Coaches, Curriculum Director, Principals

Next Steps:

Instructional Coaches and Alison collaborate to modify the phonics and spelling content from LETRS module 3.

Delivery of PD for phonics and spelling instructional practices.

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Create an option to split PLC Facilitator roles and stipend. This will occur primarily with our district-wide PLC Facilitators. A district PLC generally consists of 5-7 teachers, however, at the secondary level, there may only be two or three teachers in a particular specials area (library, art, music, etc.) The committee felt that it was not an appropriate use of TLC funding to allocate a full position to facilitate the work of 2-3 people in these areas, but wanted the option to provide some compensation through a co-facilitator relationship to guide our work. This will be strictly voluntary, and the district-wide PLC Facilitator must agree to working in a co-facilitator role.

More detailed job descriptions for coaches and facilitators. Our current job descriptions were created with general language based on the understanding that they would become more detailed as we went through the implementation process. This was done to allow teachers to help clearly define the needs of each position. Our TLC Committee will draft and revise the details throughout this summer with a completion deadline of August 15th. This will allow time for feedback and provide current TLs updated job descriptions before the start of the 2016-2017 school year.

Adjust our application/screening/hiring timeline to include language for the replacement of TL positions when teachers take positions with another school district after being selected for a TL position. Our goal is to clarify the current plan with a clear process for sustaining our TLC program when a teacher leader leaves the district.

Require instructional coaches to work with all teachers new to the district (regardless of time in the profession) for the purpose of receiving one-on-one coaching related to on-going district initiatives. Our goal for this change is to continue the sustainability of current initiatives such as C4K and MTSS by helping educate new staff on district philosophies, processes and expectations.

Revise the data we will collect to inform our program evaluation. Our rationale is based on CCA's move away from the MAP assessment to using iReady for literacy and math. iReady is a standards based assessment that is aligned to the Iowa Core. CCA believes that this assessment will provide teachers, students and parents with a much clearer picture of what students can do, while providing detailed information about individual student needs in relationship to the standards. This information will directly influence the district's MTSS process.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Impact of TLC Plan - 2015-2016

The district feels that our first year operating with the TLC Program was very successful. Our teacher leaders have greatly contributed to the district's ability to maintain focus on key priorities and sustain on-going school improvement work. One area where we are seeing a large impact is in the stronger connections between the district's work with C4K, PLCs and MTSS. Our coaches' ability to work with teachers on a 1:1 basis has allowed for the development of more integrated job-embedded professional development through the coaching process. Combined with the PLC Facilitator's work in small group settings with a focus on student learning data, Clear Creek Amana students are benefiting from a system that is transforming to one of continuous improvement.

The following comments were provided by CCA teachers through the PLC Facilitator and Instructional Coaches perceptions surveys (360 degree feedback).

Instructional Coaches:

I have really been given a lot of information and help for the goals I have set in my classrooms and really appreciate all of the assistance I have received.

Having a building instructional coach is such a positive step in helping our community exceed previous notions of pedagogy - an IC can be more precise in responding to the needs of individual educators, can help structure new and/or ongoing professional development to meet those needs, and can be with teachers in "live instructional time" to add that constructive feedback - good for our teachers means great for our students!

The instructional coach in our building has done an incredible job creating a powerful resource for the entire building. I am looking forward to continuing to partner with her.

She is very friendly to work with! Her feedback is positive and adds to the practices in my classroom.

Our Instructional Coach was so helpful in so many ways I can't list them all!

I have received help from my instructional coach in the area of technology. I have benefited from having an instructional coach and appreciate all her help.

I find this position in our building incredibly useful with our testing, data, questions for literacy and math supplementals.

Our coach is very helpful in finding materials, finding professional development videos, and giving guidance in the areas you have asked for help. She is not judgmental and can help guide reflections on teaching practices.

Our instructional coach has helped me immensely. She has helped me set up stations, helps me find resources, and supports me in my classroom. I don't believe my students would have all the opportunities in the classroom that they do without our instructional coach.

PLC Facilitators:

PLC facilitators have been a great role to our building for communication and collectiveness... would really like to see the empowerment of all teachers to take on different leadership roles (distributive leadership through many facets)... when we do this we create trust and accountability among all team members!

I appreciate our work in PLC groups with grade level teachers for planning, reviewing assessment, etc. They are knowledgeable about our school wide goals, and are relied on to guide our meetings.

Alyssa has done a fantastic job facilitating our learning and helping us set goals as a building and a district. She has great leadership and is well respected in our group.

Our PLC facilitators have done a great job of trying to figure out their new role. I believe that they could be more effective if other staff members understood the PLC process better. It seems that staff members look to the PLC facilitators for all of the answers instead of looking at it as a collaborative relationships.

I think our PLC facilitator doing a very good job! She has helped guide our building and district grade level PLC in many ways.

They are doing a great job. Our team meetings are driven and purposeful.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.